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ABSTRACT

In May 1982, students at Northwestern High School in Detroit, Michigan, were asked to assess the instructional program, student activities, counseling services, morale, and administration at the school. Conducted as part of the High School Improvement Project involving eight Detroit high schools, the survey was designed to collect information needed to plan strategies for school improvement. The results indicated that: (1) one-third of the respondents preferred to participate in most or all student activities; (2) three-fifths were satisfied with the variety and quality of student activities offered; (3) most respondents expressed satisfaction with the teaching methods, and felt that their teachers were helpful and encouraging; (4) most students were satisfied with the variety of subjects offered, and considered what they were studying useful; (5) seventy-one percent were satisfied with counseling services; (6) two-thirds were satisfied with Northwestern High School in general, and three-fourths felt they "belonged" in the school; and (7) students' least favorable attitudes were toward the school administration. Differences in assessments among grade levels were examined. (MJL)

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REPORT ON THE RESULTS OF A SURVEY OF NORTHWESTERN HIGH SCHOOL STUDENTS

High School Improvement Project
June 1982

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September, 1982

REPORT ON THE RESULTS OF A SURVEY
OF NORTHWESTERN HIGH SCHOOL STUDENTS
High School Improvement Project
June 1982

Introduction

A part of the evaluation design of the High School Improvement Project (HSIP) at Northwestern High School provided for a survey of student attitudes and opinions across all four grades. This survey was initiated on May 28, 1982. The results of this survey--based on the responses of 276 students or approximately one-seventh of the school's May, 1982, enrollment--are presented in this report.

Student respondents were members of randomly selected classes. For grades nine, eleven, and twelve, the selection was made from social studies classes; for grade ten, biology classes were sampled.

The number of classes selected per grade was proportionally approximate to each grade's enrollment percent. For example, six classes of the total sample of 16, or 37 percent, were ninth grade classes. The percent of ninth grade students enrolled at Northwestern High School in May, 1982, was also 37. In addition, the percent of questionnaires returned per grade approximated enrollment percents, and the number of questionnaires returned in proportion to the number enrollment per class ranged between 13 percent for grade nine and 15 percent for the remaining grades (see Table 1 below).

The questionnaire used in this survey was the Student Opinion Inventory, published by the National Study of School Evaluation. As an introduction to the purpose of the questionnaire, the following statement was appended to the instrument: "The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself."[1]

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[1]Each teacher administering the questionnaire was asked to read the following statement, which also served to remind the students of Northwestern High School's involvement in HSIP: "This class is one of many in our school which is being asked to fill out the questionnaire you have been given. Before you start, I would like to tell you why you are asked to do this. Northwestern High School is one of eight Detroit high schools participating in a four year school improvement project. Our school has received a grant of $44,000 to support first year project activities. The goal of the project is

TABLE 1

MAY, 1982, ENROLLMENT, CLASSES SURVEYED, QUESTIONNAIRES RETURNED BY NUMBER AND PERCENT, AND PERCENT OF QUESTIONNAIRES AS A PROPORTION OF MAY, 1982, ENROLLMENT PER GRADE

Grade	May 1982 Enrollment		Survey Sample Of Classes		Questionnaires Returned		Questionnaires Returned As A Percent Of Grade Enrollment
	Number	Percent	Number	Percent	Number	Percent	
9	729	37%	6	37%	95	34%	13%
10	501	26	4	25	75	27	15
11	392	20	3	19	59	21	15
12	323	17	3	19	47	17	15
Total Sample	1945	100	16	100	276	99	14

The survey instrument has 34 questions with five response choices per question. For purposes of analysis and discussion, the 34 questions were sorted topically into six school-descriptive categories. These are: student activities, instruction, curriculum, guidance and counseling, school morale, and school administration.

Tabular displays of the response frequencies for each item, in percents, are presented in the Appendix with the questionnaire items grouped according to the school descriptor category the items most closely measure. In addition, the results of one-way analysis of variance tests, among the four grade groups and, where statistically appropriate, the results of t-test comparisons, using Scheffe's test, between grade groups, are presented with each tabular display.[1]

The summary discussion that follows presents (1) the students' differential assessments of the six school descriptors, using the mean of the item scores per descriptor as the assessment measure, and (2) the students' differential assessments of the various questionnaire items using the summed percents of the two favorable response categories per item as the basis for discussion and analysis together with the statistical testing results for the differences among and between the four grades.

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to improve teaching and learning at Northwestern. Recently, a committee of teachers, counselors, administrators, and a parent began holding meetings to plan ways and means for working toward school improvement goals. A very important first task of the committee is to do a study of our school's strengths, its weaknesses, its problems and its needs. You are asked to help in this study. Your honest answers to the questions in this questionnaire will help the committee learn what is most needed to improve our school."

[1] While the values for the statistics computed (i.e., F ratios from the one-way analysis of variance tests and t values from the Scheffe tests) are not included in this report, they are on record and are available upon request.

TABLE 2

NUMBER OF QUESTIONNAIRE ITEMS, MEAN OF THE ITEM SCORES AND THEIR RANKING, MEAN OF THE PERCENTS RESPONDING FAVORABLY AND THEIR RANKING PER SCHOOL DESCRIPTOR CATEGORY

School Descriptor Categories	Number Of Items Per Category	Mean Of The Item Scores[1]	Rank	Mean Of The Percents Responding Favorably[2]	Rank
Student Activities	6	3.21	5	47.0%	5
Instruction	8	3.46	4	54.2	4
Curriculum	5	3.74	2	65.8	1
Guidance & Counseling	5	3.58	3	61.6	3
School Morale	4	3.80	1	65.5	2
School Administration	6	2.80	6	33.8	6

[1]Based on a five-point scale, with '1' least favorable and '5' most favorable.

[2]The percents responding favorably were derived by adding the percents of the two favorable choices on each item. For example, on item 34, the percents answering 'Very Satisfied' and 'Satisfied' to the question: "In general, are you satisfied with your school?" were summed.

School Descriptor Categories

Of the six school descriptors, school morale and curriculum were most favorably assessed by the students surveyed at Northwestern high school. An average 65 percent of the students responded favorably to the items in these two sets of school descriptors. School administration received the least favorable assessment. One-third of the students responded favorably, on the average, to the school administration items. Roughly, an average of half of the students responded favorably to student activities and instruction; slightly over half for the former, and slightly under half for the latter. An average of 62 percent circled favorable responses in their assessment of the questionnaire items measuring guidance and counseling.

Student Activities

While half of the student respondents said they felt that they would be accepted in most or all school activities, just over one-third of the ninth graders, in contrast to approximately two-thirds of the twelfth graders and just under two-thirds of the tenth graders, did so. These between grade differences as well as differences among grades were statistically significant.

Only one-third, overall, indicated a preference for participating in either most or all student activities. The variation among the four grades was less than ten percentage points and not statistically significant. Ninth graders registered the smallest proportion--just over one-fourth.

Approximately one-fourth of the respondents indicated that many or all of the student activities in which they participated were students involved in planning. Differences among grades were statistically significant as was the case for between grade differences for grades nine and ten. The proportion indicating most or all was 16 percent of the former and 41 percent of the latter. Another striking contrast is that 36 percent of the freshmen and only 9 percent of the seniors said that in none of their activities did students participate in the planning.

Most or all sponsors of student activities were judged to be well suited to the activity they aponsored by 47 percent of the students responding. Like

responses, among grades, ranged between 38 percent (ninth graders) and 57 percent (tenth graders). Among grade differences were not statistically significant.

Approximately three-fifths were either satisfied or very satisfied with both the variety and quality of student activities offered at Northwestern high school. The range of the proportions of students satisfied with quality was between 54 percent for eleventh graders and 68 percent for tenth graders. Differences among the grades were not statistically significant.

Variations among grades in the proportions indicating satisfaction, with variety, were significant. This was also the case for between grade tests of ninth and tenth and tenth and eleventh grades. Fifty-seven percent in grades nine and eleven and seventy-nine percent in grade ten were satisfied.

Instruction

Of the eight questionnaire items that measure some aspect of classroom instruction, in only one are the response proportions sufficiently different among the four grades to be statistically significant. This item addresses willingness of teachers to provide students with individual help outside class time. One-third of all surveyed thought most or all of their teachers would be willing to provide such assistance. The greatest contrast was between freshmen and seniors; one-fourth and one-half, respectively. This difference was statistically significant. Proportions for tenth and eleventh graders were between one-third and two-fifths. It should be noted that one-fifth of the ninth graders said none of their teachers was willing to give individual help.

The same proportion of ninth graders, one-fifth, reported that none of their teachers gave enough personal encouragement in their schoolwork. Overall, and among grades nine through eleven, one-third said that either most or all of their teachers gave personal encouragement. Half of the seniors expressed the same opinion.

Higher proportions, however, felt that their teachers cared if the students learned the subject the teacher taught. Two-thirds of all respondents said most or all of their teachers cared. The percentages between grades ranged from 62 percent (eleventh) to 70 percent (tenth).

Two questions dealing with essentially the same behavior registered similar response proportions. Two-thirds in all four grades said their teachers usually or always clearly explained what to do on assignments. Also, at each grade, 60 percent, ± 2 percentage points, said their teachers usually or always clearly explained how assignments were to be done.

Sixty percent, overall, reported that most or all their teachers made sure the students understood what was taught in class. The smallest proportion expressing this was the eleventh grade sample, 53 percent; the highest proportion, grades ten and twelve, both 66 percent. However, 13 percent of the freshmen said that none of their teachers made sure students understood what was taught.

Within a narrow range of seven percentage points, approximately three-fifths, at each grade level, felt that teachers usually gave most or all of the help needed for the schoolwork.

With much more variation in response proportions among the four grades, another three-fifths expressed satisfaction with the teaching methods used by most or all of their teachers. Greatest contract between grades was that of the tenth graders, two-thirds, and the twelfth graders, one-half.

Curriculum

The range of favorable responses for the five questions that relate to curriculum was between 61 and 70 percent. On none of the items is the variation in responses among the four grades of sufficient magnitude to be statistically significant.

Four-fifths of ninth graders and 70 percent of tenth graders were either satisfied or very satisfied with the variety of subjects offered at Northwestern high school. Approximately two-thirds of their upper classmates are equally satisfied. Overall, 10 percent expressed dissatisfaction.

When asked how much of what they should be learning they are being taught, the seniors had the smallest proportion responding either most or all --54 percent. Freshmen were next in magnitude, 61 percent, followed by the eleventh graders, 67 percent and, finally, the tenth graders with the largest proportion of 77 percent.

Another way of evaluating the subjects taught is to question their utility for the student in everyday living. Sixty-one percent of the

respondents believe that most or everything they're studying will be useful. The range thus responding among the four grades is 65 percent (freshmen) and 56 percent (seniors).

Two-thirds felt that in most or in all their classes they were "learning a lot" this year. Least likely to express this view were freshmen (64 percent), and most likely were eleventh graders (74 percent).

In response to a rewording of the same idea: how much the students thought they were learning from their schoolwork, two-thirds felt that either they were learning all they could or almost all they could. The range in the proportions answering favorably was somewhat wider than on the previous question. Three-fourths of the tenth graders answered favorably in comparison to three-fifths of the other three grade groups.

Guidance and Counseling

Among the various services provided students by their counselors, assistance in the selection of courses received the most favorable assessment (73 percent); help in the selection of a college, vocational or trade school received the second most favorable assessment (64 percent); help in selecting a vocation was third in proportion of favorable response among all students (55 percent); and the least favorably assessed service was help in solving personal problems (45 percent).

A fifth item in this series dealt with the general evaluation of guidance and counseling services at Northwestern. Overall, 71 percent of the student respondents were either satisfied or very satisfied with the way they were treated by their counselors. Virtually the same proportion in each grade group was satisfied. However, 11 percent of the freshmen also indicated strong dissatisfaction.

There were sufficient variations in the proportions of students who felt that their counselors gave most or all the help needed in the selection of courses for the grade frequencies to be statistically significant. Tenth grade students registered the highest praise (82 percent), and the twelfth grade expressed the least amount of praise (65 percent). Differences between grades were not statistically significant.

A greater proportion of tenth grade students (72 percent) also gave a favorable assessment of their counselor's assistance in selecting college, vocational or trade schools. The eleventh graders registered 66 percent, the twelfth graders, 62 percent, and the ninth graders, 57 percent. The fact that 21 percent of the ninth graders also said their counselor gave none of the help they needed is perhaps indicative of the lack of help needed rather than a criticism of the counseling and guidance department. Differences among the grade groups were not statistically significant.

Approximately three-fifths of the tenth and eleventh grade students felt their counselors gave most or all of the help needed to select a vocation. Fifty-five percent of the seniors and 46 percent of the freshmen answered similarly. Differences among the four grade group frequencies were statistically significant. Over one-fourth of the freshmen answered that their counselors gave none of the help the students needed. This, again, reflects more a lack of need rather than failure of counselors to provide service.

Of the guidance and counseling services addressed in the questionnaire, amount of help counselors give students in solving personal problems received the least favorable evaluation. Among both twelfth and eleventh graders, larger proportions said counselors gave either little or none of the help the students needed (46 percent in each group) than said counselors gave most or all of the help the students needed (44 percent for the former; 42 percent for the latter). Among the ninth and tenth graders, close to two-fifths registered unfavorable opinions. It was only among tenth graders that half of the respondents chose favorable responses. Differences among grade frequencies were not statistically significant.

School Morale

Four questionnaire items related to various aspects of morale. Three-fourths of the respondents felt they usually or always "belonged in" Northwestern high school. Ninth graders were less likely to feel they belonged than the other three grade groups. Two-thirds expressed favorable attitudes, but one-fourth expressed unfavorable attitudes; e.g., they either never or seldom felt they "belonged in" Northwestern high school. A slightly larger proportion of seniors gave favorable responses (70 percent) and a slightly

smaller proportion indicated an unfavorable opinion (17 percent). Tenth and eleventh graders expressed more favorable feelings and less unfavorable feelings. Among grade-group differences were statistically significant, but between grade-group differences were not.

Two-thirds of the students in grades ten, eleven, and twelve stated that they were proud or very proud of Northwestern high school, but only half of the ninth graders were proud. Among grade-group differences were statistically significant, but between grade-group differences were not.

Seniors were least likely of the four grade groups to rate Northwestern's school spirit favorably. (Contextual definition of school spirit was given as "..... student support of athletic teams, charity drives, class money-raising projects, etc.") Only two-fifths of the seniors considered school spirit either good or excellent. In addition, one-fourth rated school spirit to be poor or very poor. In marked contrast, three-fourths of the tenth and eleventh graders gave favorable ratings, and 3 percent of the former and 5 percent of the latter chose unfavorable ratings. The evaluations of ninth graders were closer to the group mean in their proportion of favorable responses (62 percent), but near the twelfth graders in their proportion of unfavorable responses (17 percent). Among grade-group differences were statistically significant and between grade-group differences were also significant for grades ten and twelve and eleven and twelve.

Two-thirds of all grade groups expressed satisfaction with Northwestern high school.

School Administration

The least favorable school characteristic emerging from the constellation of six school descriptors evaluated by the students at Northwestern high school is school administration. As noted above, only an average of one-third of the students responded favorably to the six school administration items. More specifically, the range of favorable responses per item was from 20 percent to 52 percent, with a modal range of 30 percent to 34 percent on four of the six items. The range of unfavorable responses was from 19 percent to 65 percent, and an overall average of 39 percent. None of the among grade distributions was statistically significant.

Approximately half of the ninth graders felt that they could communicate a problem or suggestion to a member of the administration at Northwestern high school immediately or within a day. Just over half of the other three grade groups held similar opinions. As high a set of proportions as 12 percent of the tenth graders and 14 percent of the eleventh graders rejected the possibility of any communication with administrative personnel.

With reference to the administration's efforts to involve students in decisions on matters directly affecting students, only one-third of the sample was satisfied. Highest satisfaction proportion belonged to the seniors (38 percent), and the lowest to the eleventh graders (29 percent). However, an equal proportion of students (one-third) was dissatisfied with administration efforts. Highest proportion of dissatisfaction was voiced by the tenth graders (42 percent); lowest by the seniors (27 percent).

Two-thirds of the students reported that the administration either never or seldom talked to them as individuals on all occasions. As high as 71 percent of the ninth graders and as low as 59 percent of the tenth graders agreed. No more than 23 percent of tenth and twelfth graders reported communication on all occasions as usual or as always.

A higher proportion of students reported satisfaction rather than dissatisfaction with the way the administration treated them. Thirty-five percent were satisfied, and 26 percent were dissatisfied. Somewhat higher proportions of students reported satisfaction in the tenth (40 percent) and twelfth (45 percent) grades. Ninth graders were more evenly divided between satisfaction (31 percent) and dissatisfaction (26 percent). Eleventh graders, however, were more likely to express dissatisfaction (33 percent) rather than satisfaction (27 percent).

A much less positive image was reflected in the responses of students on two questions that relate to the administration's concern for the students, per se. The first question asked how often the administration really cares about the student as an individual. The second question asked how much personal encouragement was given by the administration regarding the student's schoolwork. On both items, 44 percent chose an unfavorable response; approximately one-third chose a favorable response.

Fifty-three percent of the ninth graders said the administration seemed either never or seldom to really care for them as individuals. Slightly smaller proportions of the twelfth graders (46 percent) and eleventh graders (42 percent) felt the same. Approximately equal proportions among tenth graders answered favorably and unfavorably on both questions.

On the latter item, which dealt with personal encouragement, 52 percent of the eleventh graders, 47 percent of the ninth graders, and 39 percent of the twelfth graders chose the unfavorable responses. Less than one-third in each of these three grade groups chose favorable responses.

APPENDIX

A. STUDENT ACTIVITIES

In how many of the student activities that you participate in are the students involved in planning the activity?

(Student Opinion Question 1)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Many	All		
9	36%	25%	23%	13%	3%	(95)	2.2
10	16	31	12	29	12	(75)	2.9
11	19	29	20	20	12	(59)	2.8
12	9	30	43	13	6	(47)	2.8
Total	22	28	23	19	8	(276)	2.6

One-way analysis of variance test for the difference among grade means was significant at the .01 level.

The t-test comparisons between grade means were significant at the .05 level for grades nine and ten.

In how many of the activities of your school would you feel that you would be accepted?

(Student Opinion Question 2)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	2%	23%	37%	23%	15%	(95)	3.2
10	1	12	24	41	21	(75)	3.7
11	2	12	32	37	17	(59)	3.6
12	0	13	23	36	28	(47)	3.8
Total	2	16	30	33	19	(276)	3.5

One-way analysis of variance test for the difference among grade means was significant at the .01 level.

The t-test comparisons between grade means were significant at the .05 level for grades nine and ten and for grades nine and twelve.

How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?

(Student Opinion Question 3)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	30%	30%	14%	19%	8%	(95)	2.5
10	16	27	23	27	8	(75)	2.8
11	17	36	12	31	5	(59)	2.7
12	9	45	13	15	19	(47)	2.9
Total	20	33	16	23	9	(276)	2.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How many sponsors of the activities that you participate in seem well suited to the activity?

(Student Opinion Question 5)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	23%	17%	22%	22%	16%	(95)	2.9
10	11	13	19	37	20	(75)	3.4
11	8	19	24	34	15	(59)	3.3
12	11	15	30	30	15	(47)	3.2
Total	15	16	23	30	17	(276)	3.2

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How satisfied are you with the variety of student activities that your school offers?

(Student Opinion Question 33)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	2%	11%	30%	43%	14%	(91)	3.6
10	0	6	15	54	25	(72)	4.0
11	3	17	22	42	15	(59)	3.5
12	0	14	30	33	23	(43)	3.6
Total	2	11	24	44	19	(265)	3.7

One-way analysis of variance test for the difference among grade means was significant at the .01 level.

The t-test comparisons between grade means were sigrificant at the .05 level for grades nine and ten and grades ten and eleven.

How satisfied are you with the quality of student activities that your school offers?

(Student Opinion Question 34)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	2%	10%	31%	43%	14%	(91)	3.6
10	1	7	24	47	21	(72)	3.8
11	9	7	31	39	15	(59)	3.4
12	5	7	24	52	12	(42)	3.6
Total	4	8	28	45	16	(264)	3.6

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

B. INSTRUCTION

How many of your teachers seem to care if you learn the subject they teach?

(Student Opinion Question 6)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	5%	20%	12%	37%	26%	(95)	3.6
10	0	15	16	35	35	(75)	3.9
11	0	19	19	25	37	(59)	3.8
12	4	15	17	32	32	(47)	3.7
Total	2	17	15	33	32	(276)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How often do your teachers clearly explain what to do on assignments?

(Student Opinion Question 7)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Never	Seldom	About Half The Time	Usually	Always		
9	0%	16%	19%	31%	35%	(95)	3.8
10	0	19	16	33	32	(75)	3.8
11	0	5	32	32	31	(59)	3.9
12	2	15	17	26	40	(47)	3.9
Total	0	14	21	31	34	(276)	3.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How much help do your teachers usually give you with your schoolwork?

(Student Opinion Question 8)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	6%	15%	23%	36%	20%	(95)	3.5
10	3	13	24	37	23	(75)	3.6
11	0	22	25	29	24	(59)	3.5
12	4	11	28	34	23	(47)	3.6
Total	4	15	25	34	22	(276)	3.6

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How many of your teachers make sure you understand what they teach in class?

(Student Opinion Question 9)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	13%	16%	14%	39%	19%	(95)	3.4
10	3	17	15	43	23	(75)	3.6
11	2	25	20	24	29	(59)	3.5
12	2	15	17	30	36	(47)	3.8
Total	6	18	16	35	25	(276)	3.6

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How often do your teachers clearly explain how assignments are to be done?

(Student Opinion Question 10)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Never	Seldom	About Half The Time	Usually	Always		
9	6%	15%	17%	41%	21%	(95)	3.6
10	0	12	28	37	23	(75)	3.7
11	2	10	31	27	31	(59)	3.7
12	0	15	28	28	30	(47)	3.7
Total	3	13	25	34	25	(276)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How many of your teachers are willing to give students individual help outside of class time?

(Student Opinion Question 11)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	21%	34%	22%	15%	8%	(95)	2.6
10	11	26	28	23	12	(75)	3.0
11	9	31	24	24	14	(59)	3.0
12	4	30	17	28	21	(47)	3.3
Total	13	30	23	21	13	(275)	2.9

One-way analysis of variance test for the difference among grade means was significant at the .01 level.

The t-test comparisons between grade means were significant at the .05 level for grades nine and twelve.

How many of your teachers give you enough personal encouragement in your schoolwork?

(Student Opinion Question 12)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	22%	31%	17%	23%	7%	(95)	2.6
10	8	34	26	26	7	(74)	2.9
11	17	37	12	24	10	(59)	2.7
12	13	24	13	35	15	(46)	3.2
Total	16	32	18	26	9	(274)	2.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

In how many of your courses are you satisfied with the methods used to teach the courses?

(Student Opinion Question 25)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	4%	13%	24%	48%	11%	(93)	3.5
10	0	8	26	49	16	(73)	3.7
11	2	15	24	42	17	(59)	3.6
12	2	21	27	25	25	(44)	3.5
Total	2	13	25	44	16	(269)	3.6

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

C. CURRICULUM

How much of what you are studying do you think will be useful to you in everyday living?

(Student Opinion Question 24)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Less Than Half	About Half	Most	Every-thing		
9	2%	16%	17%	44%	21%	(94)	3.6
10	0	7	32	35	26	(74)	3.8
11	2	12	27	41	19	(59)	3.6
12	0	16	28	33	23	(43)	3.6
Total	1	13	25	39	22	(270)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

Regardless of what your grades may be, in how many of your school subjects would you say that you are "learning a lot" this year?

(Student Opinion Question 26)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Less Than Half	About Half	Most	All		
9	4%	5%	27%	36%	28%	(94)	3.8
10	0	8	19	51	22	(73)	3.9
11	0	10	15	49	25	(59)	3.9
12	7	11	16	39	27	(44)	3.7
Total	3	8	20	43	26	(270)	3.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How many of the things that you should be learning right now are being taught in your school?

(Student Opinion Question 27)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None	Few	About Half	Most	All		
9	4%	15%	19%	38%	23%	(94)	3.6
10	1	9	14	47	30	(71)	3.9
11	2	10	20	36	31	(59)	3.8
12	2	21	23	33	21	(43)	3.5
Total	3	13	19	39	26	(267)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

All things considered, how much do you think you are learning from your schoolwork?

(Student Opinion Question 28)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Much Less Than I Can	Somewhat Less Than I Can	About Half Of What I Can	Almost All I Can	All That I Can		
9	4%	7%	27%	39%	22%	(94)	3.7
10	0	4	22	47	26	(72)	4.0
11	0	10	32	41	17	(59)	3.6
12	2	11	25	43	18	(44)	3.6
Total	2	8	26	42	22	(269)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

In general, how well satisfied are you with the variety of the subjects that your school offers?

(Student Opinion Question 32)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	1%	8%	21%	49%	21%	(90)	3.8
10	1	6	13	61	19	(72)	3.9
11	3	9	25	49	14	(59)	3.6
12	2	14	21	54	9	(43)	3.5
Total	2	8	20	53	17	(264)	3.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

D. GUIDANCE AND COUNSELING PROGRAM

How much help does your counselor give you in the selection of a college, vocational, or trade school?

(Student Opinion Question 13)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	21%	10%	13%	20%	37%	(95)	3.4
10	4	12	12	23	49	(74)	4.0
11	15	14	5	22	44	(59)	3.7
12	13	11	13	20	42	(45)	3.7
Total	14	11	11	21	43	(273)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How much help does your counselor give you in the selection of courses?

(Student Opinion Question 14)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	6%	15%	10%	28%	40%	(95)	3.8
10	1	5	11	24	58	(74)	4.3
11	5	9	10	12	64	(59)	4.2
12	7	9	20	18	47	(45)	3.9
Total	5	10	12	22	51	(273)	4.0

One-way analysis of variance test for the difference among grade means was significant at the .05 level.

No two groups are significantly different at the .05 level.

In general, are you satisfied with the way you are treated by your counselor?

(Student Opinion Question 15)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	11%	6%	13%	40%	31%	(95)	3.7
10	3	7	18	20	53	(74)	4.1
11	3	10	17	24	46	(59)	4.0
12	7	9	11	29	44	(45)	4.0
Total	6	8	15	29	42	(273)	3.9

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How much help does your counselor give you in the selection of a vocation?

(Student Opinion Question 16)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	27%	12%	15%	22%	24%	(95)	3.0
10	11	11	18	24	37	(74)	3.6
11	17	12	12	22	37	(59)	3.5
12	11	9	24	24	31	(45)	3.6
Total	18	11	17	23	32	(273)	3.4

One-way analysis of variance test for the difference among grade means was significant at the .05 level.

No two groups are significantly different at the .05 level.

How much help does your counselor give you in solving your personal problems?

(Student Opinion Question 17)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	30%	8%	20%	23%	19%	(95)	2.9
10	30	7	14	32	18	(74)	3.0
11	35	11	11	18	26	(57)	2.9
12	33	13	11	20	22	(45)	2.8
Total	31	9	15	24	21	(271)	2.9

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

E. SCHOOL MORALE

How often do you feel that you "belong" in your school?

(Student Opinion Question 4)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Never	Seldom	About Half The Time	Usually	Always		
9	8%	15%	8%	25%	43%	(95)	3.8
10	4	7	10	14	66	(74)	4.3
11	2	5	17	14	62	(58)	4.3
12	4	13	13	21	49	(47)	4.0
Total	5	10	11	19	54	(274)	4.1

One-way analysis of variance test for the difference among grade means was significant at the .05 level.

No two groups are significantly different at the .05 level.

In general, how proud or ashamed of your school are you?

(Student Opinion Question 29)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Ashamed	Ashamed	Neither P Nor A	Proud	Very Proud		
9	6%	11%	35%	33%	15%	(94)	3.4
10	0	8	26	36	29	(72)	3.9
11	2	9	25	31	34	(59)	3.9
12	9	7	21	30	34	(44)	3.7
Total	4	9	28	33	26	(269)	3.7

One-way analysis of variance test for the difference among grade means was significant at the .05 level.

No two groups are significant at the .05 level.

How would you rate "school spirit" at your school? (Consider students' support of athletic teams, charity drives, class money-raising projects, etc.)

(Student Opinion Question 30)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Poor	Poor	Adequate	Good	Excellent		
9	6%	11%	21%	33%	29%	(94)	3.7
10	0	3	23	40	34	(70)	4.0
11	3	2	20	56	19	(59)	3.8
12	11	14	34	27	14	(44)	3.2
Total	5	7	24	39	26	(267)	3.7

One-way analysis of variance test for the difference among grade means was significant at the .01 level.

The t-test comparisons between grade means were significant at the .05 level for grades ten and twelve and for grades eleven and twelve.

In general, are you satisfied with your school?

(Student Opinion Question 31)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	6%	10%	20%	51%	14%	(91)	3.6
10	0	7	28	46	19	(72)	3.8
11	2	10	24	41	24	(59)	3.7
12	5	7	23	43	23	(44)	3.7
Total	3	9	23	46	19	(266)	3.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

F. SCHOOL ADMINISTRATION

If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?

(Student Opinion Question 18)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Could Not Talk At All	Within A Month	Within A Week	Within The Day	Immedi-ately		
9	9%	10%	34%	39%	9%	(94)	3.3
10	12	7	27	45	10	(74)	3.3
11	14	10	22	44	10	(59)	3.3
12	7	11	25	43	14	(44)	3.4
Total	10	9	28	42	10	(271)	3.3

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

In general, are you satisfied with the way you are treated by the administration?

(Student Opinion Question 19)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	11%	15%	44%	28%	3%	(94)	3.0
10	13	13	35	36	4	(72)	3.1
11	12	21	40	17	10	(58)	2.9
12	16	7	33	38	7	(45)	3.1
Total	12	14	39	29	6	(269)	3.0

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

In general, how often does the administration seem to really care about you as an individual?

(Student Opinion Question 20)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Never	Seldom	About Half The Time	Usually	Always		
9	21%	32%	21%	17%	10%	(92)	2.6
10	15	22	22	22	14	(73)	3.0
11	22	20	24	24	10	(59)	2.8
12	21	25	25	27	2	(44)	2.6
Total	19	25	24	22	10	(268)	2.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

Are you satisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?

(Student Opinion Question 21)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Very Dis-satisfied	Dis-satisfied	Neither S Nor D	Satisfied	Very Satisfied		
9	18%	12%	37%	25%	9%	(94)	2.9
10	26	16	23	32	3	(74)	2.7
11	29	10	32	17	12	(59)	2.7
12	16	11	34	27	11	(44)	3.1
Total	22	13	32	26	8	(271)	2.8

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

How much personal encouragement does the administration give you concerning your schoolwork?

(Student Opinion Question 22)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	None I Need	Little I Need	About Half I Need	Most I Need	All I Need		
9	25%	22%	23%	26%	4%	(94)	2.6
10	22	14	28	23	14	(74)	2.9
11	32	20	24	15	9	(59)	2.5
12	23	16	36	16	9	(44)	2.7
Total	25	19	27	21	9	(271)	2.7

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.

Does the administration talk to you as an individual on all occasions?

(Student Opinion Question 23)

Grade Level	Percents Of Student Responses					Number Responding	Mean Scores
	Never	Seldom	About Half The Time	Usually	Always		
9	46%	25%	15%	11%	4%	(94)	2.0
10	31	28	18	19	4	(74)	2.4
11	46	17	19	9	10	(59)	2.2
12	41	27	9	18	5	(44)	2.2
Total	41	24	16	14	6	(271)	2.2

One-way analysis of variance test for the difference among grade means was not significant at the .05 level.